




2-1-1899

Ursinus College Bulletin Vol. 15, No. 9, February 1, 1899

Hiram Herr Shenk
Ursinus College

Alcide Reichenbach
Ursinus College

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Recommended Citation

Shenk, Hiram Herr and Reichenbach, Alcide, "Ursinus College Bulletin Vol. 15, No. 9, February 1, 1899" (1899). *Ursinus College Bulletin, 1885-1902*. 156.
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URSINUS COLLEGE BULLETIN

Volume XV.

FEBRUARY 1, 1899.

Number 9.

Ursinus College Bulletin

EDITORIALS

PUBLISHED TWICE A MONTH FROM OCTOBER TO
JULY BY THE STUDENTS OF URSINUS COLLEGE.

EDITOR-IN-CHIEF:
H. H. SHENK, '99.

ASSISTANT EDITOR-IN-CHIEF:
G. E. KOPENHAVER, '99.

ASSOCIATE EDITORS:
W. E. GARRETT, '99, Literary Contributions.
C. A. BUTZ, '99, College News.
A. C. THOMPSON, S. T., '99, School of Theology.
W. T. BUCHANAN, '99, } Locals.
C. B. HEINLY, 1900, }
R. A. RINKER, 1900, Athletics.
J. E. STONE, 1900, College World.
C. A. WALTMAN, '99, Alumni.

BUSINESS MANAGER:
E. F. BICKEL, 1900.

ASSISTANT BUSINESS MANAGER:
W. R. MOYER, 1902.

TERMS:
ONE COPY, a year, - - - - - \$1.00
SINGLE COPY, - - - - - .10

ALL SUBSCRIPTIONS MUST BE PAID IN ADVANCE.

Address:
URSINUS COLLEGE BULLETIN,
Collegeville, Montgomery County, Pa.

Persons wishing to discontinue their subscriptions should send immediate notice of the fact.
Matter for publication, including literary articles, items of news in any way pertaining to URSINUS COLLEGE, and special communications as to current phases of its work and welfare, will be gladly received from all students, alumni and professors of the institution.
All contributions and changes in advertising, to secure prompt attention, must be presented or forwarded on or before the 15th of each month.
Rates for advertising sent on application.

Entered at the postoffice at Collegeville, Pa., as second-class matter, March 16, 1895.

PRINTED BY THOMPSON BROS., COLLEGEVILLE, PA.

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THE substantial manner in which the people of Collegeville showed their interest in the college in the Bazaar and Supper held on Saturday, January 28, in the interest of athletics is indeed gratifying. The proceeds of this event surpassed anything of the kind ever held here, and the College feels greatly indebted for the unselfish interest shown in behalf of its interests.

* * *

WE notice in the Philadelphia papers that at the coming Relay Races to be held on Franklin Field, Ursinus has been entered with Bucknell, Dickinson, Franklin and Marshall and Gettysburg. We have not yet learned of any action taken on this subject by the local authorities, notwithstanding the fact that it is of immediate importance. A strong track team would be a valuable addition to our athletics. Candidates for this team should begin training under a competent coach without delay.

* * *

THE resignation of Professor Lentz takes from the Academy a popular and competent official, and from the college community a strong supporter of athletics. His ability as an organizer and disciplinarian was everywhere recognized, and the Academy prospered under his administration. As captain of the first football team that represented Ursinus he naturally took a leading interest in athletics, and the success of last year's team was due in no small measure to his efforts. The BULLETIN wishes Prof. Lentz abundant success in his new field of labor.

SEVERAL years ago our college adopted the semester system of examination. This year it has introduced the new system—"Labor has its true reward." On the merit sheets for the first term, there will appear the A B C D E system of marking. This is an admirable system, and should be very favorably received by the students. It has been thoroughly tested and proved by some of the larger institutions of learning. It offers to students, in the different courses, a great many advantages which should be an incentive to do better work and better results may be expected. Under this system several members or even the whole class may graduate *summa cum laude*, providing they do the required work of the various courses with satisfactory grades. By the old way of marking, one member of a class would carry off the laurels of the institution. He would be regarded as the giant of that class, while very often some of his classmates were his equal but were not fortunate enough to receive the same marks. This also explodes the idea of the public that the one receiving first honor towers far above the others, because there is a great probability of more than one *summa cum laude* in a class. Besides, any one may graduate *magna cum laude*; in any department as, Greek, Latin, English, etc., whose work has come up to the required standard in that department. This will be valuable to those who intend to pursue a special line of work after leaving college. Such an honor will be preferable to any recommendation that may be given and will certainly bear the test better.

* * *

AN annual inter-collegiate debate such as is held between the University of

Pennsylvania and Cornell, or between Franklin and Marshall and Bucknell, would be a desirable innovation for Ursinus. We have at the present time the Junior Oratorical Contest as an incentive for oratory, but an inter-collegiate debate would do more than train students in writing, committing and delivering orations. An oratorical contest can not, from its very nature, train the student to be quick to see the strong and weak arguments of an opponent, and successfully to controvert them. Yet this is more essential to most public speakers than is the ability merely to declaim a committed oration. Such a contest as we have mentioned would create far greater interest in the debates in our literary societies than now exists, and would add to the interest in literary work generally.

Another good result flowing from such a contest is found in the fact that it brings students into original research work. Our library is gradually becoming better equipped for such work because of the almost daily additions to its volumes and this would afford another opportunity for putting it to practical use.

Furthermore, the benefit to be derived from such a contest would obviously be greater and more far-reaching than could be derived from an inter-society debate, or any contest within the College itself. Contact with the students of another college would help to overthrow provincialisms and would create greater college spirit. There can be no reason, it seems to us, why colleges whose primary object is intellectual and moral development should pride themselves in their athletic contests more than in contests for supremacy along some intellectual line.

LITERARY CONTRIBUTIONS.

ZWINGLI ON THE CHRISTIAN EDUCATION OF YOUTH,**WITH A SKETCH OF HIS EDUCATIONAL CAREER AS AN INTRODUCTION.**

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Another bore the name of Glarean, from Glarus, his Swiss home; he afterwards became professor at the University of Basel and kept boarding students, among whom, in all probability, was Gerald Meyer, Zwingli's step-son. Zwingli, in the introduction to the little treatise on education dedicated to Gerald, speaks of the teacher of the latter as "our Glarean."

The studies which Zwingli pursued were mathematics, natural history, the Roman classics, poetry and music. He could build well on what he had learned under his great teacher Woelflin, at Bern. The father of Zwingli called him home in the year 1502, thus limiting his time at the University of Vienna to two years.

The rich store of knowledge which Zwingli now possessed could not be utilized at Wildhaus, and, at the same time, his capacity and desire to learn were such that he could not stay at home; accordingly, he went back to Basel in the same year, but this time to be matriculated at the University. He had left Basel at the age of thirteen; he returned when he was eighteen years old. His age and scholarship now fitted him to teach at St. Martin's School, while attending lectures in philosophy at the University. He taught Latin with great success at St. Martin's School and his wonderful skill in music delighted his companions and set many of them to cul-

tivating their talent for music. He studied the philosophy and the theology of his time more to refute the arguments of their expounders in later years than for any other purpose.

In the year 1505 the great theologian Wittenbach was called to Basel. He attacked the doctrines of the Roman Catholic Church and showed so clearly the rule of faith, by the word of God, that Zwingli, whose heart was prepared for the seed, became a disciple of Wittenbach and thus entered upon the study of theology in real earnest. He there laid the foundation for the great work of the Reformation, in which he played so active a part. Having rejected scholasticism, he turned to humanism for educational ideals and being convinced that error was demoralizing the Romish Church, he sought pure religious truth in the Bible.

In the year 1504, the University conferred upon Zwingli the degree of Bachelor of Arts. After two years of further study, he received the degree of Master of Arts, but he made no use of it and even said in regard to it, "One is our Master, even Christ."

His father and his uncle were relieved from contributing to his support during these four years spent at Basel, as Zwingli was enabled to support himself with the salary received at St. Martin's School.

Zwingli's student-life closed at institutions of learning, only to be continued to his death, in his profession as a minister of the Gospel. Before leaving Basel, he was called to the parish at Glarus, seven miles south of Wesen, where he had first attended school. How the young priest of twenty-two must have

compared his last studies with his first, when he was a boy of eight years! He had grown very much more in mind than in body. He had been a student fourteen years, and quoting his words, "on no occasion has discipline been exercised upon me, yet I acknowledge that I am a great sinner before God." The American educator would sum up Zwingli's school-days thus: Two years in the primary school, at Wesen; three years in the grammar school, at Basel; three years in the academy, at Bern; four years of undergraduate study, two at the University of Vienna and two at the University of Basel; and two years of graduate study at the latter University.

Zwingli gave time enough to higher education to become a good scholar; but his educational career had, in a certain sense, only begun. At Glarus, in addition to the duties which he performed as pastor, he founded a Latin School, which he conducted with signal success. His younger brother James was one of his pupils. Some of those who made the most progress he sent to Vienna, others to Basel.

The study of the Roman classics was continued, with all the work that he did as pastor and master of a school. Cicero, Cæsar, Sallust, Livy, Suetonius, Pliny, Seneca, and Tacitus were his Roman companions and the critical study of their thoughts was his delight. He took much pains to become a good public speaker and studied for this purpose the masterpieces of eloquence. He once said: "A man must know two things above all others, namely, God and how to speak."

More than all else he studied the Bible to find therein the rule of life, so that he might the more faithfully carry out the

resolution he had made when he came to Glarus, namely, "I shall be true and upright towards God and man in every circumstance of life into which the hand of the Lord may place me."

Glarus, the place where, it is said, slates were first used in a school, was never forgotten by a few Swiss scholars who studied in Zwingli's Latin School. He had introduced into his school the modern notion of sympathy between teacher and pupil, and his pupils became quite proficient in the Latin classics. Such a school deserves a paragraph in the history of education. Aegidius Tschudi, who afterwards made his mark as a Swiss historian, wrote to Zwingli from Basel: "Help me that I may be recalled to you, for with no one would I desire so much to live as with you." Valentine Tschudi, a cousin of Aegidius, wrote: "How could I ever cease thanking you for your great kindness! As often as I returned home, and in a special manner quite recently when I lay sick of a fever for four days, also when I forgot my books at Basel, you invited me to come to you, but I feared in my timidity, that I might become a burden to you; and you encouraged me, offered me your books, your help and services. To me, also, your benevolence to all students overflowed, and that, too, not in a general way, but with studious regard to my circumstances and necessities your treasures of learning were at my disposal."

We are not told how long this Latin School was under Zwingli's direction. Several times during his ten years of service at Glarus, he was called away long enough to close the Latin School or to place it in the hands of other persons. We do know, however, that he was not satisfied with all the research that he made in the

Roman classics; for in the year 1513, he began the study of Greek without the aid of a teacher. He succeeded so well that he could soon read Greek authors with ease. He once remarked that Greek had become as easy for him as conversing with a friend. In the course of time he read Hesiod, Homer, Pindar, Thucydides, Demosthenes, Plato, and Aristotle. In later years he also wrote explanatory notes on Homer and Pindar. The latter seems to have been one of his favorite authors. "According to my conviction," said he, "no other Greek writer serves so valuable a purpose to throw light upon the Holy Scriptures as this one. Antiquity, as every other period, has peculiarities which can only be understood, by familiar intercourse with the ancients themselves. Pindar resembles that sacred period, not only in his language but also in the direction of his thought and in his inmost being." Above all else, he desired to read the New Testament in Greek, in order to obtain better and clearer views of the truth. He even copied all the epistles of St. Paul in Greek, in order that he might carry them with him and commit them to memory. In the same manner, he afterwards copied other portions of the Bible.

Before leaving Glarus, Zwingli became intensely interested in reforms, in matters of religion. In the year 1514, he met the learned Erasmus, the humble Myconius, and the eloquent Oecolampadius, at Basel. The light thrown upon reforms in religion by these men so filled Zwingli's mind with zeal for the truth that his students and his friends at home were delighted with his preaching.

In the year 1516, this wonderful student of Bible truth and classic writers was called to Einsiedeln, about sixteen

miles to the northwest, Valentine Tschudi, his former pupil in the Latin School, becoming his successor at Glarus. Zwingli had now become an attractive and eloquent speaker, as well as a finished scholar and zealous reformer. The superstitious practices at Einsiedeln furnished him an opportunity to make use of his wonderful talents. He fearlessly attacked the advocates of Romish errors and preached reform to large and attentive audiences. Perhaps no other man could have so impressed his hearers as to cause nuns to return to their parents and pilgrims to turn away from the sacred shrine in despair, or to Jesus as their only Savior. Two years seemed to suffice to prepare Zwingli for a new field of activity, to which we must follow him in order to complete his remarkable educational career.

Called to Zurich in the year 1518, Zwingli was better prepared than ever before to expose the errors of Rome. Having begun in the year 1516 to preach the pure Gospel, he had now become a powerful exponent of the truth as it is in Christ Jesus, and his persevering study of oratory gave his cheerful manner and his convincing arguments an attractiveness that drew crowds to hear his sermons, which, during the first four years of his pastorate at Zurich, covered the subject-matter of seven books in the New Testament. The Reformation was progressing rapidly at Zurich.

During this time Zwingli began the study of Hebrew under the direction of Andrew Boeschenstein, who had come to Zurich and offered to teach Hebrew to any who wished to study it. In the fifth year of Zwingli's pastorate at Zurich, he explained the value of the Hebrew language to every student of the

Bible, in his short treatise on Christian education. No one was more faithful in the study of Hebrew and no one made more progress than Zwingli; the linguistic power which he already possessed enabled him to overcome the difficulties of the Hebrew language and to discover its genius, in a remarkably short time. He soon read the Old Testament with great satisfaction, because the Hebrew text conveyed to his mind clearer notions of the truth. Zwingli's wonderful perseverance in the study of languages, at a time when he might have been content with the meagre attainments of most parish priests, ought to awaken admiration for him in the mind of every student of to-day, and should make him zealous to excel in linguistic study, according to the demands of the present age.

In order to understand how it came about that Zwingli wrote on Christian education, it becomes necessary to refer to his social life at Zurich, and to the habits of the youth at that time.

Anna Reinhardt, a plain and unassuming girl, yet talented, amiable, and spotless in character was married, in 1504, to John Meyer von Knonau, a nobleman near Zurich. His father was so displeased with him for having been unwilling to marry a maiden selected for him from the ranks of the nobility that he would have nothing whatever to do with John and his amiable wife. In the course of time John Meyer enlisted in the Italian military service, as many other Swiss did at that time, and in 1517 he died. The sad widow felt that she was forsaken with her little son Gerald, who was then eight years old, and her two daughters younger than he. She lived in the town of Zurich, making her living as well as she could. One day she went

to market, where her father-in-law Meyer saw little Gerald playing about the market. He was struck with the appearance of the little boy and after inquiring who the handsome little fellow was, Mr. Meyer was told that the boy was his grandchild. This touched the old man's heart and he at once received the lonely widow Anna as a member of his family.

In the year 1518, Mr. Meyer died, but it seems that he had provided for Anna in such a way that she was comfortably situated in her own house, and her children, as Zwingli afterwards once said, "had wealth enough." Anna Meyer now lived for her children, leading them in the path of virtue and providing for their education.

At about the same time when Anna Meyer lost her father-in-law, Zwingli came to Zurich and he happened to reside in a house adjoining Anna Meyer's home. She became one of the first and most attentive listeners to his preaching. Her beautiful character must have made a good impression upon his mind, from the beginning. Her devotion to the proper training of her children must have led Zwingli to see in her a model mother. Gerald once came to Zwingli's house, on an errand. The conversation which followed caused Zwingli to admire the boy and to help him, later, in his studies. In 1521, when Gerald was twelve years old, Zwingli sent him to Basel, where he was at first taught by Jacob Nepos and afterwards by Glarean, Zwingli's friend. Gerald learned Latin so well that in the same year, he wrote Zwingli a letter in Latin that would be equal to twenty-five lines of the average text on Cicero's orations.

Although Gerald seemed to have inherited something of his father's wild dis-

position and did not always escape discipline, he still treasured up the religious truth received from his mother and from Zwingli, thereby laying the foundation for that noble manhood which prompted him to remain true to God and his country, till he fell with Zwingli on the field of battle.

Early in 1522, Anna Meyer was married to Zwingli, privately, according to a custom then coming into vogue among the clergy, in order not to excite the wrath of the enemies of the Reformation. She was then thirty-seven years old, a year younger than Zwingli. Zurich was soon prepared for public marriage of the clergy, however; so that on the second of April, 1524, Zwingli's marriage was celebrated, publicly, to the joy of his numerous friends. The following year, Zurich actually passed laws relating to marriage, conformably to Zwingli's private and public marriage.

Gerald Meyer, having returned from Basel, after two years of study, now met Zwingli, not only as a father in the faith but as his father by marriage. The bonds of attachment thus formed induced Zwingli all the more to have Gerald's highest welfare at heart. During the summer of 1523 Gerald, then a lad of fourteen, spent some time at the hot baths in the mountains and returned to Zurich before Zwingli had time to get a present ready for him, according to the custom at that time.

Zwingli, to protect the sprightly Gerald from the pernicious influence of reckless companions and to reform the training of youth and the conduct of the young in society, had planned a treatise on Christian education, some time prior to this, but he had failed to find time to write it. The return from the bath furnished an

occasion which Zwingli could not pass by unimproved; consequently, he took the time to write in Latin, for the young student of the classics, the instructive and edifying treatise on Christian education and dedicated it to him, on the first day of August.

This short treatise exhibits, in a remarkable degree, Zwingli's keen insight into the intellectual, moral, and religious needs of youth. Though short, it was worth more to Gerald than a present of gold and precious stones, because its influence upon his character could not fail to be lasting. Zwingli clearly marked out the way in which Gerald should walk and how he should prepare to walk therein. He laid down as much of science and art, in his course, as the teachers in those days could teach, and the study of religion and morals was emphasized in keeping with the evangelical spirit of the great reformer. The culture which Gerald was to receive from following Zwingli's teaching reached out into nearly all the avenues of life. Although no principles of education are categorically laid down, the treatise breathes them throughout, in the study and practice recommended.

The Rev. K. Fulda, editor of the reprint of the South-German edition of 1524, declares the latter to be the *first* Protestant treatise on pedagogy. He makes no mention of the Latin edition of 1523, which is still earlier and therefore in no sense an imitation, but an original protestant production. Truly, this modest treatise, to which an otherwise excellent French history of pedagogy makes a one-sided reference, by mentioning only certain elements of secular education contained therein, deserves a place of high

honor in Christian pedagogical literature.

In support of this opinion, we quote from Moerikofer: "It is too serious and thoughtful a production to be regarded only as a friendly message on a social occasion. . . . Zwingli knew well that the wild disposition of the Swiss youth was fostered by the corrupt civil life of that time and that through love of close application to study, honest labor, and noble aspirations a better time must come. Scarcely was any other man so well prepared as he to work for this end; hence, Christian earnestness, humanistic wisdom, and training for contact with the world are united in a beautiful, harmonious whole. . . . It is a safe philosophy of life, emanating from a thoroughly trained and experienced man, whose heart was filled with the abiding joys of a higher life in the light of the Holy Gospel." No one will thus appreciate the reading of the treatise, however, who does not fully imagine himself carried back to Zwingli's time, so as to see, mentally, the crude, unscientific methods of pedagogy, fettered by the shackles of scholasticism. Then, too, Zwingli's style is often loose and sometimes lacks method; he wrote in too many languages, and he was too busily engaged to rewrite or even review what he had hastily written. Zwingli never wrote books for pecuniary gain, *for he never accepted money to write a book.*

Head-master Niessli of the Carolinum, named after Charles the Great, who had granted letters for an ecclesiastical foundation, at Zurich, was removed by death and Zwingli was elected as his successor, April 14, 1525. This institution had declined as a gymnasium, with the churches of the city, on account of the idleness and corruption of the religious and education-

al leaders; hence Zwingli sought to reform the Carolinum as well as the churches, as a necessary part of the great work of the Reformation.

Accordingly, on the 19th of June, in the same year, he substituted for the choir-service what he called "prophecy," according to 1 Cor. 14, thus engrafting upon the Carolinum a higher institution which transformed it into a remarkably practical school of theology, ancient languages, and elementary science. It is here that Zwingli accomplished his greatest work, as an educator. The school was in session every week-day, Friday excepted, and was opened at 7 o'clock in the morning, in the summer, and at 8 o'clock, in the winter. A month's vacation was granted three times a year. The course of study centered on the Bible. The first hour, i. e. the "prophecy" proper, was given to exegesis, with some elements of systematic and practical theology to meet the wants of the Reformation. The second hour consisted of a divine service, in which the people of the city took part with the students, among whom were also town-parsons, predicants, canons, and chaplains. Here the same Scriptures were treated again, but so simplified that the people could understand them; and we may add that the students themselves not only obtained a clearer knowledge from this repetition but they also learned, in a most practical manner, how to present the truth in their future charges. Friday was market-day, and the people from the country came to hear the preaching, which was largely intended for their special benefit. The afternoon of each school-day was devoted to the study of the languages and elementary science.

(To be continued.)

COLLEGE NEWS.

PROF. LENTZ'S RESIGNATION.

Rev. Prof. E. W. Lentz, Dean of the Academy since 1897, has resigned to accept a call to the pastorate of the Reformed Church at Royersford. Professor Lentz filled the position of Dean with great credit, having proved himself a good organizer and strong disciplinarian. In connection with his pastoral duties Prof. Lentz will continue his post-graduate work in the University of Pennsylvania.

DAY OF PRAYER.

On January 26, the Day of Prayer for Colleges was observed by two largely attended meetings: one in the forenoon and one in the afternoon. At the forenoon meeting, held in the chapel, the Rev. Washington T. Laird of West Chester delivered the sermon. The afternoon sermon was delivered by Rev. J. I. Good, D. D., Dean of the Ursinus School of Theology, Philadelphia.

BAZAAR AND SUPPER.

The Bazaar and Supper held in Bomberger Hall, January 28, in the interest of Athletics, surpassed all expectations. The numerous articles donated by the friends of the college found ready sale, and a large number of townsfolk mingled with the students to partake of the supper.

One feature of the evening was a supper by members of the Sophomore Class. President E. E. Kelley acted as toast-master and called on the following,

who responded to toasts: Keiter, Renninger, Huber, Alexander, Knoll, Ohl, Kochenderfer and Rice.

Y. M. C. A.

The topic cards for the second term are out. Dr. Weinberger and Prof. Gassman are announced to lead meetings.

Student Federation Day will be observed February 12. A meeting will be held in the Y. M. C. A. Room at 3.00 P. M., at which time E. F. Bickel, Corresponding Secretary, will deliver an address on "The Student World United."

S. M. SAYFORD'S VISIT.

The Association was very fortunate in having S. M. Sayford, of Boston, here January 13-16, as he is visiting but one-third of the associations of the state.

For eleven years Mr. Sayford has been prosecuting his work among the colleges of this country and as a result the lives of hundreds of college men have been changed. Mr. Sayford has a manly, winning personality which draws college men with peculiar force and he becomes a personal friend.

He attracts and convinces without appealing to the feelings. His aim is to make college men think. Aside from the meetings he met a number of the fellows in private helpful interviews.

SCHAFF SOCIETY.

Herbert Cole, A., Mt. Bethel, Pa.; W. A. Gristock, A., Collegeville, Pa., and

W. R. Anson, A., Port Providence, Pa., recently joined the society.

At the last regular election the following officers were elected: President, H. U. Leisse, '99; Vice-President, Miss Vinnie O. Mensch, '99; Recording Secretary, V. S. Rice, 1901; Corresponding Secretary, E. L. Detwiler, 1901; Financial Secretary, A. C. Ohl, 1901; Chaplain, B. F. Paist, '99; Editor, H. W. Kochenderfer, 1901; Critic, J. M. Whittock, '99; Treasurer, W. H. Klase, A.; Pianist, Miss V. Mabel Bickel, A.

ZWINGLIAN SOCIETY.

At the regular business meeting held on Friday evening, January 27, the following officers were elected for a term of eight weeks: President, H. J. Ehret, 1900; Vice-President, C. G. Petri, 1900; Recording Secretary, Miss Bertha Moser, 1902; Corresponding Secretary, A. G. Peters, 1902; Treasurer, W. S. Keiter, 1901; Chaplain, W. E. Garrett, '99; Musical Director, Miss Katie E. Laros, 1900; Editors of "Zwinglian Review," C. A. Waltman, '99, and E. E. Kelley, 1901; Critic, W. T. Buchanan, '99.

GLEE AND MANDOLIN CLUBS.

The College Glee and Mandolin Clubs have a large number of dates for concerts for the coming season. The first of these will be held at Doylestown, on Saturday, February 11. In addition to these concerts, the regular College Quartette consisting of Dr. Barnard, Waltman, '99, Oswald, 1900, and Appenzeller, 1900, have a number of special dates.

LOCALS.

P. M. Orr, '98, visited the college on January 19.

Exams have now all passed away
And some of us as well;
The way we flunked upon that day
The merit sheet will tell.

The action of our inveterate "note takers" would form a good subject for investigation in mental pathology.

Miss Kate Mensch, Pennsburg, Pa., spent a week at college recently visiting her sister, Miss Vinnie O. Mensch, '99.

The merit sheets, as you may see,
Contain some B's and many a C;
If you should wish to know them all,
Just give our honored Dean a call.

Messrs. Houck and Lerch were the guests of M. H. Bean of Zieglersville recently.

You may make a 9 or you may do much better,
In both of these cases you get the same letter;
The Faculty wills it and we must abide,
By whatever new system they wish to provide.

Geo. E. Deppen, Esq., Sunbury, Pa., visited friends in Collegeville last week.

Kochenderfer, read if you please,
And tell us all about Socrates;
Under the big plane tree he sat,
Minus stockings and shoes, in an old straw hat.

His feet were as hard as a stone you know,
And he could not fight with arrow or bow;
But all day long his jaws he worked,
In defiling the youth who around him lurked.

Socrates should have been hanged, you bet,
Or poisoned to death o'er a cold gas jet;
Instead of eating a hemlock board,
Or digesting the rind of a pumpkin gourd.

It is with regret that we announce the departure of Professor and Mrs. Lentz who are going to Royersford where Prof. Lentz will enter upon his ministerial duties. The whole student body wish him Godspeed.

The Sophies and the Freshmen had a fight,
 Each party entering in with all its might;
 They were scrapping for a flag,
 Which was nothing but a rag,
 That the greenies had hung out to catch the breeze.
 The Freshies guarded well the castle door;
 The contest 'gan to deepen more and more,
 When the glass was heard to crack,
 And the fighters started back—
 All but Ohl, who valiantly remained behind.

The Dean now chanced to turn his step that way,
 And quickly brought the fighting Ohl to bay,
 In a tight and narrow place,
 And a frown was on the face
 Of the Dean, as then in accents grave he spake:
 "Of all these students bad thou art the worst;
 Thy name upon the list shall be the first;
 As ring-leader of the boys,
 Who were making such a noise,
 Just before I chanced to come and stop the fun.
 The conduct of thy friends, as well as foes,
 Has brought upon them all its special woes;
 To prevent all future larks,
 I shall give each one ten marks,
 And if need be, I can give him many more."

Butz, '99, was called home last week
 on account of the death of his grand-
 mother.

There's a "special" who is able
 To use big words at the table;
 Lab'ratory words and phrases
 Whereby he his friends amazes.

Acting thus, he makes life dreary;
 All his companions have grown weary;
 Listening to his conversation,
 And his personal adulation.

His companions have a notion
 To draw up a lengthy motion;
 Praying him to fall to eating
 And his praises stop repeating.

President Spangler was confined to his
 house for several days on account of sick-
 ness.

However our nation may welcome the lands,
 Which the fortunes of war have cast on our hands,
 The girls in society cause no alarms,
 For said Walter, "We meet them with wide open
 arms."

The football team and the musical or-
 ganizations were photographed by pho-
 tographer Moll of Norristown.

The Junior Class is busily engaged in
 the preparation of the Ruby which is ex-
 pected to be out May 1.

ATHLETICS.

The success of the Bazaar and Supper
 that was given recently was a great en-
 couragement to athletics. The expenses
 in football last fall were heavy, owing to
 the strong schedules for the two elevens.
 In consequence, there was a large deficit
 at the end of the season. The matter of fi-
 nances is an important one in the sphere of
 athletics. It is one of the chief elements
 that goes to make successful teams, and
 it is well that they should be kept on a
 sound basis. The Committee feels a
 great indebtedness to the students, the
 ladies' auxiliary and to the public in gen-
 eral for the kindly interest that was taken
 in this noble enterprise, to whom the suc-

cess of the affair was in a large measure
 due. It is to be hoped that the same in-
 terest will continue to be manifested in
 this important branch of college life. The
 Bazaar should be made an annual affair.

The annual Relay Races under the aus-
 pices of the University of Pennsylvania
 have been announced to take place on
 April.

We would call attention to the fact
 that Ursinus is entered, and classed with
 Franklin and Marshall, Dickinson, Buck-
 nell and Gettysburg. It might be perti-
 nent to ask what steps will be taken this
 year toward sending a team to compete
 with our rival colleges. This is an op-

portunity that should not be neglected. It would be the means of inaugurating a new feature in athletics, and would be but another step in the direction of advancing the position of Ursinus in the eyes of the college athletic world. That there is the right material here for a track team goes without saying. We understand that the Physical Director is very anxious that a team should be organized, and will devote all his energies toward giving the candidates necessary training. As the Relay takes place before the opening of the base ball season, it would in no way interfere with this sport. The Athletic Association should elect a track manager at once, and the matter be allowed to take a definite shape. Let us have a track team by all means.

The prospects of a winning base ball nine this spring are exceedingly bright.

It is expected that last year's successful team will be excelled, as there is an unusually large number of promising candidates anxiously awaiting for the warm weather to set in. The schedule will be a strong one. Manager E. R. Appenzeller, 1900, has arranged games with Lehigh, Lafayette, Dickinson, Carlisle Indians, Rutgers, Deaf and Dumb, Pennsylvania Military College, and Lebanon Valley. He has prospective games with Fordham, Columbia, and Manhattan Colleges, New York.

The annual Gymnasium Exhibition will be held in March. Director W. H. Klase has organized his classes in physical culture. He has three classes under instruction, two from the Academy, and one composed of ladies. It is to be regretted that the college students do not take more interest in this work.

COLLEGE WORLD.

By the will of the late Hon. P. P. Mast Ohio Wesleyan receives \$345,000.

THE number of students at Harvard has increased in the last ten years from 1899 to 3879.

THE January number of the *Muhlenberg* is a memorial to Dr. Richards, late professor of English.

THE Mission Haus *Aerolith* has assumed a neat and more convenient form.

THE *Amherst Literary Monthly* is a new exchange. It contains a variety of excellent literary articles of peculiar interest to the student.

THE current number of the Swarthmore *Phoenix* contains an excellent half-

tone of the house in which Benjamin West was born. The West house is now the property of Swarthmore.

THE *Guilford Collegian* for January contains an unusual amount of good reading matter. The exchange department deserves special mention.

REV. S. E. Ochenford, D. D., of Selinsgrove has been elected to the chair of English at Muhlenberg.

WE are pleased with the general make-up of the *Anchor*. An exchange department might make it more interesting.

ONE hundred candidates reported for the track team at the University of Pennsylvania this year.